



## Burke High

244 President Street  
Charleston, SC 29403

<b>Grades</b>	7-12 Middle School	
<b>Enrollment</b>	714 Students	
<b>Principal</b>	Charles Benton	843-579-4815
<b>Superintendent</b>	Dr. Nancy J. McGinley	843-937-6319
<b>Board Chair</b>	Mrs. Toya Hampton Green	843-723-7831

# THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

## RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
<b>2009</b>	<b>At-Risk</b>	<b>At-Risk</b>
2008	At-Risk	Below Average
2007	At-Risk	At-Risk
2006	At-Risk	At-Risk
2005	N/A	N/A

## DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

## SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

## SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

Percent of students tested in 2008-09 whose 2007-08 test scores were located

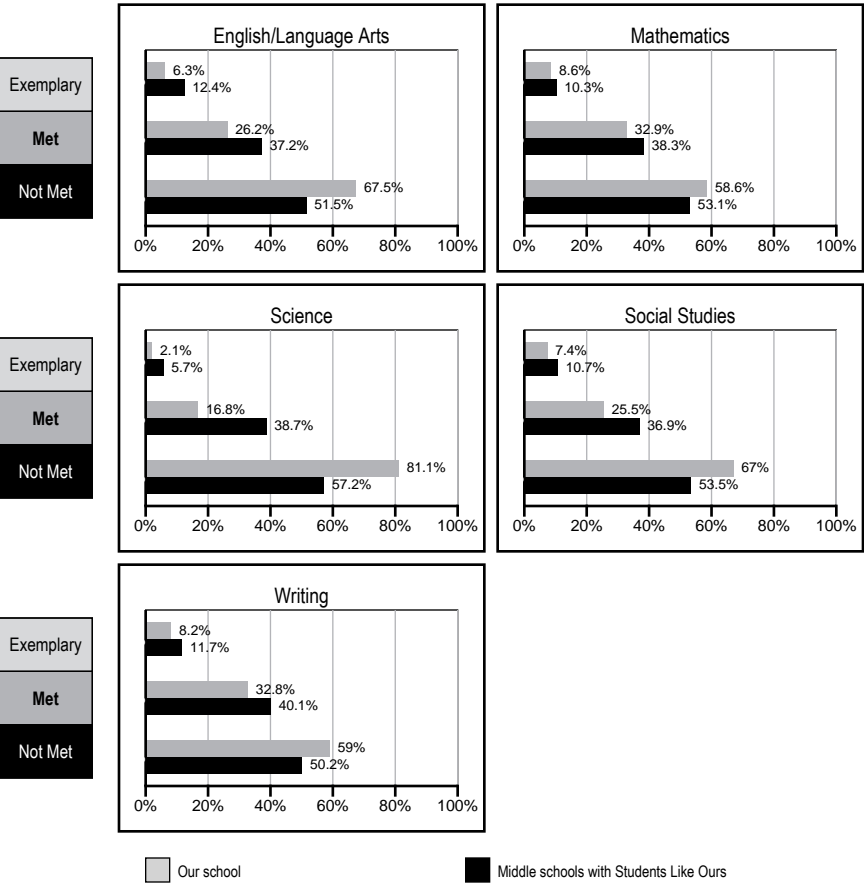
96.1%

ABSOLUTE RATINGS OF MIDDLE SCHOOLS WITH STUDENTS LIKE OURS\*

Excellent	Good	Average	Below Average	At-Risk
0	0	3	37	24

\* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



\* Middle schools with Students Like Ours are middle schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable

N/AV–Not Available

N/C–Not Collected

N/R–Not Reported

I/S–Insufficient Sample

End of Course Tests

Percent of tests with scores of 70 or above on:	Our Middle School	Middle Schools with Students Like Ours
Algebra 1/Math for the Technologies 2	100.0%	86.1%
English 1	N/A	82.7%
Physical Science	N/A	33.8%
US History and the Constitution	N/A	N/A
All Subjects	100.0%	84.4%

School Profile

	Our School	Change from Last Year	Middle Schools with Students Like Ours	Median Middle School
<b>Students (n=714)</b>				
Students enrolled in high school credit courses (grades 7 & 8)	48.7%	Up from 48.1%	16.4%	21.6%
Retention rate	14.3%	Down from 16.4%	2.3%	1.2%
Attendance rate	89.7%	Down from 90.5%	95.5%	95.9%
Eligible for gifted and talented	2.7%	Down from 3.3%	4.4%	14.8%
With disabilities other than speech	14.3%	Up from 13.4%	14.0%	12.6%
Older than usual for grade	24.3%	Up from 22.5%	5.0%	2.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	11.8%	Down from 15.3%	0.4%	0.6%
Annual dropout rate	N/A	N/A	0.0%	0.0%
<b>Teachers (n=69)</b>				
Teachers with advanced degrees	55.1%	Down from 55.4%	54.5%	56.9%
Continuing contract teachers	62.3%	Down from 63.5%	61.5%	72.7%
Teachers with emergency or provisional certificates	19.3%	Up from 19.1%	15.4%	5.3%
Teachers returning from previous year	74.0%	Down from 80.9%	76.3%	82.9%
Teacher attendance rate	95.9%	Up from 95.0%	94.9%	95.2%
Average teacher salary*	\$46,007	Up 3.8%	\$44,845	\$46,599
Professional development days/teacher	15.5 days	Down from 18.4 days	11.1 days	10.8 days
<b>School</b>				
Principal's years at school	3.0	Up from 2.0	2.0	3.0
Student-teacher ratio in core subjects	20.9 to 1	Up from 16.1 to 1	16.7 to 1	20.1 to 1
Prime instructional time	84.5%	Up from 83.4%	89.2%	89.9%
Opportunities in the arts	Excellent	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	35.2%	Up from 31.6%	96.4%	97.8%
Character development program	Good	No Change	Excellent	Good
Dollars spent per pupil**	\$12,922	Up 6.6%	\$10,159	\$7,645
Percent of expenditures for instruction**	57.6%	Down from 62.2%	60.5%	63.4%
Percent of expenditures for teacher salaries**	51.8%	Up from 51.2%	54.4%	57.0%

\* Includes current year teachers contracted for 185 or more days.

\*\* Prior year audited financial data are reported.

Report of Principal and School Improvement Council

Burke High School made excellent progress during the 2008-2009 school year. This school term was filled with academic gains, successes and challenges. Burke received the Palmetto Gold and Silver Awards. The school's Absolute Rating is documented as Below Average and the Improvement Rating is recorded as Excellent. This year has been one for the record.

The instructional environment of the school has taken on the "Turn Around School Model" of preparing teachers and students for the 21st Century academic push. This school term, teachers were committed to participating in Professional Learning Communities where they met weekly to advance instructional strategies used in the classroom. The core values of student learning and achievement were addressed in the Professional Learning Communities and related in classrooms.

The academic environment of the school has been advanced by implementing intensive weekly programs such as High School Assessment Program (HSAP) Madness, End-Of-Course (EOC) Study Groups and EOC Academic Bowls. These activities were implemented to prepare the students for high-stakes examinations and overall school success.

The middle school is strategically addressing the academic goals, skills and concerns of student achievement in the 21st Century. The middle school has moved to the direct cutting edge of providing research-based instructional content in the classroom.

As the middle and high school progresses and flourishes each year, the enriching partnerships with the College of Charleston and other community-based organizations have assisted the school in developing its "Turn Around School Model".

Charles E. Benton, Principal  
Jamie Robinson, School Improvement Council Chairperson

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	N/A	N/A	N/A
Percent satisfied with learning environment	N/A	N/A	N/A
Percent satisfied with social and physical environment	N/A	N/A	N/A
Percent satisfied with school-home relations	N/A	N/A	N/A

\* Only students at the highest middle school grade level and their parents were included.

Abbreviations for Missing Data

School Adequate Yearly Progress

NO

This school met 7 out of 13 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status

R

School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance			
	Our District		State
Classes in low poverty schools not taught by highly qualified teachers	2.5%		1.7%
Classes in high poverty schools not taught by highly qualified teachers	7.5%		5.8%
	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	12.4%	0.0%	No
Student attendance rate	89.7%	94.0%*	No

\* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	84.9	82.8	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	81.8	79.3	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	88.1	86.5	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	95.8	89.5	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	74.8	73.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	96.4	92.3	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	76.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	94	82.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	53.5	52	I/S	I/S
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	75.6	75.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	74.9	75.5	No	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	N/A	N/A	N/A	N/A	N/A	N/A	81	78.9	No	Yes
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	79.3	77	N/A	N/A
Female	N/A	N/A	N/A	N/A	N/A	N/A	82.8	80.9	N/A	N/A
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	94.6	87.2	I/S	I/S
African American	N/A	N/A	N/A	N/A	N/A	N/A	67.9	66.7	No	Yes
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	94.6	93	I/S	I/S
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	76.7	76	I/S	I/S
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	92	79.5	I/S	I/S
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	46.9	45.5	I/S	I/S
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	77.1	76.1	I/S	I/S
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	69.2	70.2	No	Yes

\* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A--Not Applicable    N/AV--Not Available    N/C--Not Collected    N/R--Not Reported    I/S--Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	N/A	N/A	N/A	N/A	N/A	N/A	68.9	67.5
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	68.2	67
Female	N/A	N/A	N/A	N/A	N/A	N/A	69.6	68
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	90.4	79.5
African American	N/A	N/A	N/A	N/A	N/A	N/A	48.1	50.3
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	87.2	84.3
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	58.6	60.7
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	84.4	71.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	36.6	35.6
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	46.1
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	58.3	59.6
Socio-Economic Status								
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	50.2	55.1

Social Studies

All Students	N/A	N/A	N/A	N/A	N/A	N/A	76.8	72.3
Gender								
Male	N/A	N/A	N/A	N/A	N/A	N/A	75.3	71.5
Female	N/A	N/A	N/A	N/A	N/A	N/A	78.4	73.2
Racial/Ethnic Group								
White	N/A	N/A	N/A	N/A	N/A	N/A	91.5	80.7
African American	N/A	N/A	N/A	N/A	N/A	N/A	62.7	60
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	89.5	88.5
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	71.4	68
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	90.9	72.2
Disability Status								
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	46.6	43.5
Migrant Status								
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	50.7
English Proficiency								
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	71.6	67.9
Socio-Economic Status								
Subsided meals	N/A	N/A	N/A	N/A	N/A	N/A	64	62.1

Abbreviations for Missing Data

N/A–Not Applicable    N/AV–Not Available    N/C–Not Collected    N/R–Not Reported    I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	N/A	N/A	N/A	N/A	N/A	N/A	74.1	70.2	94	96
Gender										
Male	N/A	N/A	N/A	N/A	N/A	N/A	67.8	63.2	93.4	95.9
Female	N/A	N/A	N/A	N/A	N/A	N/A	80.6	77.5	94.7	96.1
Racial/Ethnic Group										
White	N/A	N/A	N/A	N/A	N/A	N/A	90.4	79.1	98.3	95.9
African American	N/A	N/A	N/A	N/A	N/A	N/A	59.2	57.6	93.9	96
Asian/Pacific Islander	N/A	N/A	N/A	N/A	N/A	N/A	89.9	86.2	N/A	97
Hispanic	N/A	N/A	N/A	N/A	N/A	N/A	61.1	62.6	N/A	96.3
American Indian/Alaskan	N/A	N/A	N/A	N/A	N/A	N/A	84	68.7	N/A	95.8
Disability Status										
Disabled	N/A	N/A	N/A	N/A	N/A	N/A	29.6	26.1	93	95
Migrant Status										
Migrant	N/A	N/A	N/A	N/A	N/A	N/A	I/S	54.7	N/A	97.4
English Proficiency										
Limited English Proficient	N/A	N/A	N/A	N/A	N/A	N/A	60.2	61.2	N/A	96.5
Socio-Economic Status										
Subsidized meals	N/A	N/A	N/A	N/A	N/A	N/A	59.1	58.9	94.1	95.7

Abbreviations for Missing Data

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
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English/Language Arts

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Mathematics

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Science

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Social Studies

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Writing

2009	3	N/A	N/A	N/A	N/A	N/A	N/A
	4	N/A	N/A	N/A	N/A	N/A	N/A
	5	N/A	N/A	N/A	N/A	N/A	N/A
	6	N/A	N/A	N/A	N/A	N/A	N/A
	7	N/A	N/A	N/A	N/A	N/A	N/A
	8	N/A	N/A	N/A	N/A	N/A	N/A

Abbreviations for Missing Data

N/A--Not Applicable

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